DOCUMENT RESUME

ED 114 684 95 CE 005 766

AUTHOR Fleshman, Kay M.
TITLE Design for a One-Semester Curriculum for Exploratory Business. Final Report.
INSTITUTION Portsmouth City School Board, Va.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
REPORT NO VT-102-218
PUB DATE Jun 75
NOTE 41p.; For related simulations, see CE 005 767-769

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS *Business Education; Career Education; *Career Exploration; Course Content; Course Objectives; *Curriculum Guides; *Junior High Schools; Teaching Procedures

ABSTRACT

The final report consists of four parts: (1) a report of the project to design an exploratory business course, (2) a course outline for that course, (3) a list of objectives and teaching suggestions, and (4) a bibliography and list of resources. The intent of the project was to design a curriculum for a one-semester course at the junior high school level which would allow students to discover how businesses operate and to explore opportunities for a career in business. A student data sheet, career survey form, a brief bibliography, and a list of additional resources conclude the document. Along with the curriculum guide, simulations were developed for the jobs of clerk-typist, retail sales clerk, and cashier/accounts receivable clerk. The simulations are not included in the document. (LJ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED114684

FINAL REPORT

DESIGN FOR A ONE-SEMESTER CURRICULUM FOR EXPLORATORY BUSINESS

Conducted Under
Part C of Public Law 90-576

Kay M. Fleshman

Portsmouth City Schools

Portsmouth City Schools
Box 998
Portsmouth, VA 23705

June 10, 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE005766

Introduction

Each year many junior high school students are exposed to introductory courses in art, music, home economics, and industrial arts. These students should also have the opportunity to explore possible careers in business and to develop an awareness of the interdependence of business and consumers. Through this grant, a curriculum guide and related materials for such a course, entitled Exploratory Business, have been developed.

Statement of the Problem

To design a curriculum for a one-semester course at the junior high school level which will allow students to discover how businesses operate and to explore opportunities for a career in business.

Analysis and Findings

In his monograph entitled Business Education in the Junior High School, Clarence Maze, Jr. has asserted, "The student shouls study about various occupations, learn of their requirements, explore his own interests and abilities, and then attempt to see how all of these parts fit together."[1] Exploratory Business, as outlined in the attached curriculum guide, seeks to meet this need.

The course begins with an exploration of the individual--his interests, hobbies, skills, and abilities--using questionnaires and aptitude tests. Students will then be introduced to job characteristics which can be matched to those of the individual. Some of the characteristics to be considered are work hours; environment--inside or outside, with others or alone; and the education or training required. Many of these students

---

[1] Clarence Maze, Jr., Business Education in the Junior High School, (Cincinnati: South-Western Publishing Co., 1965), p. 15.

will have no exposure to these considerations in choosing a career if it is not available through their schools.

An overview of several clusters of business careers will follow. Students will have an opportunity to explore in at least three of these areas in greater detail. Individual simulations will allow the student to experience something of what this job really involve .

Finally, the student will have the opportunity to perform in one of these three positions as the class operates its own in-school business. In making his choice of a position, the student will be guided by what he has learned about himself and about the positions he has explored.

Conclusions and Recommendations

Exploratory Business is a much-needed addition to the business education program in Portsmouth City Schools and elsewhere. Having determined a career goal in junior high school, the student is likely to accomplish much more in his high school studies. The students should have every opportunity and every possible encouragement to get the most out of high school courses. Even if a career decision is not reached. the student will gain an awareness of the importance of a correct career decision and the considerations involved in arriving at this decision.

Supplemental and Appendix Material

Enclosed with this report are six (6) copies each of the curriculum guide for Exploratory Business and three (3) simulations: Clerk-Typist, Retail Sales Clerk, Cashier/Accounts Receivable Clerk.

Maze, op. cit., p. 56.

A B S T R A C T

DESIGN FOR A ONE-SEMESTER CURRICULUM FOR EXPLORATORY BUSINESS

Kay M. Fleshman

Portsmouth City Schools

Funds Requested: $1,800

Project to Begin August 1, 1974 and End June 10, 1975

Objective

To develop a curriculum guide for a one-semester exploratory business course at the junior high level so that these students have an opportunity to explore the world of business and its possible career opportunities.

Methodology

The investigator has done the following things prior to or during the writing of this curriculum guide:

1. Sent questionnaires to all junior high guidance counselors in the city of Portsmouth to determine what they feel are the needs of junior high students in this area.
2. Observed exploratory business courses currently being taught in Fairfax, Virginia and Dayton, Ohio.
3. Reviewed books which might be used as texts and reference materials for this course and prepared a bibliography of same.
4. Attended local Business Education Supervisors' mmetings in October and March to determine what they feel needs to be taught at this level.
5. Prepared lists of suggested speakers and field trips.
6. Prepared list of suggested audio-visual aids for use in this course.
7. Developed three simulations on business careers.

Contribution to Vocational Education

Each year many junior high school students are exposed to introductory courses in art, music, home economics, and industrial arts. Students should also have the opportunity to explore possible careers in business and to develop an awareness of the interdependence of business and consumers.

EXPLORATORY BUSINESS

Course Outline
(18-36 weeks--Eighth Grade)

I. Self-analysis

- A. Importance of correct career choice
- B. Introduction to possible career directions
- C. Interest inventories and/or aptitude tests
- D. Analysis of personal characteristics

II. Introducuction to World of Work

- A. Choosing a career
  - 1. Analysis of job characteristics
  - 2. Comparison with personal preferences
- B. Applying for a job
- C. Work Ethics

III. Introduction to Occupational Clusters for Exploration

- A. Accounting
- B. Clerical
- C. Data processing
- D. Distributive
- E. Management
- F. Market researchers
- G. Stenographers

IV. Individual Career Exploration in the Three Areas of the Student's Choice

V. Business Organization

- A. Sole proprietorship
- B. Partnership
- C. Corporation

VI. Organizing and Operating a Business

- A. Writing Articles of Incorporation
- B. Planning operation

C. Applying for positions
D. Operation of classroom business (type to be determined by market research)
E. Evaluation of success of business

VII. Evaluation of Individual Career Goals

A. List individual goals
B. Plot steps to attainment of entry level job
C. List possible advancement from that job

SPECIFIC OBJECTIVES AND CONTENT	TEACHING SUGGESTIONS
I. The student will strive to determine his own interest and talent for a career in business.	
A. The student will be able to explain the need for workers in many different areas of work. 1. Workers providing essential service a. Doctors b. Farmers c. Building trades d. Clothing manufacturers 2. Workers providing other services a. Telephone operators b. TV repairmen c. Teachers d. Lawyers e. Legislators--Senators, etc. f. Accountants g. Office workers 3. Workers are interdependent.	A. Teacher might provoke class discussion with a question such as, "What types of workers made it possible for you to come to school this morning and find things the way they are?" Direct class discussion so that students can see that each type of worker depends on each other type to perform some job or jobs for him so that he can pursue his chosen field of work. This may be a good opportunity to mention that this is a class where students will explore careers in many areas of business. They will also learn to match the requirements of the job to their interests and abilities so that they may choose and prepare for the right job.
B. The student will be able to explain why everyone doesn't choose to do the same job. 1. Different interests 2. Different talents 3. Different education and training	B. Ask class, "Why is it that everyone doesn't want to do the same job?" May have to prompt discussion with other questions such as, "Why don't all students take the same courses in school?" "Why doesn't everyone like the same hobbies? or sports?"
C. The student will be able to list some points to consider in choosing a career. 1. "Good Job" not same for everyone 2. Evaluate yourself a. Likes and dislikes b. Talents c. Goals 3. Consider the job requirements a. Training b. Hours c. Wages d. Benefits	C. Show FS "Evaluating Yourself" from the Selecting a Vocational Series published by Coronet Instructional Media. Discuss in class. List points to consider on chalkboard or overhead. Have students write a paragraph (or make a list) entitled "The Things I Want From Life." The paragraph should define what success means to that particular student. This should probably not be graded. (The teacher may want to file these for use in student conferences.)

SPECIFIC OBJECTIVES AND CONTENT	TEACHING SUGGESTIONS
D. The student will complete a data sheet.	D. Have each student read pp. 20-22 in "Deciding on Your Career," before completing data sheet. Provide each student with a copy of Student Data Sheet. (See Exhibit A.) Allow pleaty of time for completion of these forms and assist where necessary. The teacher will probably want to keep these forms on file.
E. The student will complete an aptitude test.	E. One test which might be good for this purpose is the KUDER and General Interest Survey.
F. The student will explain how the results of the aptitude test can assist with career decisions. 1. In making the three big career decisions must able to judge your own strong points and weaknesses, and capacity to meet the competetion. a. Decide what line of work to follow. b. Later--decide if you are on the right track. c. Unexpected opportunity in a different line of work--should you shift? 2. Aptitude tests can a. Give glimpses into your talents and attributes. b. Help if interpreted by an expert and related to your own circumstances. 3. Aptitude tests cannot a. Guarantee success in a given career. b. Tell you anything if results are not interpreted.	F. Have students read pp. 7-11 in "Choosing the Kind of Job You Want." Ask them to list things they should and should not expect from aptitude test. Discuss reading and student lists. Use transparency on aptitude test. (See Exhibit B.) Discuss each student's score with him in a private conference.

SPECIFIC OBJECTIVES AND CONTENT	TEACHING SUGGESTIONS
4. Tests scores are cautious generalizations--80 out of 100 who resemble you in some way succeed in this. 5. Aptitudes are not the entire answer--success depends on other characteristics. a. Opportunity b. Economy--chances of getting necessary c. Temperament d. Physical stamina e. Drive (ambition)	
G. Student will be able to differentiate between skills and abilities. 1. Skill--learned or acquired through instruction and practice. 2. Ability--talent (born with) which aids in development of skill.	G. Have students complete spirit master entitled "Can you spot your own abilities?" (Unit 2, Career Directions) Discuss using questions on p. 7 of Teacher's Guide.
H. The student will be able to define his self-concept. 1. Three parts a. Your appraisal of who and what you are. b. Impressions you think others have of you. c. Your ideal--the person you think you are capable of becoming. 2. Affect on Career Choices a. Affects what you think you are capable of. b. Affects what you want in terms of income, titles, etc. c. Affects your choice of whether to work with people or in a job that can be done by yourself.	H. Have students read p. 12 of "Choosing the Kind of Job You Want." Have students divide a sheet of paper into thirds and describe each of the three parts of his self-concept. On a separate sheet ask him to answer the question, "How does your self-concept affect the career decisions you make?"

SPECIFIC OBJECTIVES AND CONTENT	TEACHING SUGGESTIONS
II. The student will learn to analyze job characteristics in view of personal preferences.	
A. The student will be able to list steps in making a career choice. 1. Gather career data 2. Consider advice and test scores 3. Make own decision a. Same decision not right for everyone b. Your life-- take responsiblity for own decision c. No one else knows what you want as well as you do.	A. Show FS "Doing Your Own Thing" from Unit I of Career Directions published by Changing Times. Pass out student booklets. Have class discussion on question in "Re-cap the Action" on pp. 5-6. View parts of the FS a second time if necessary to answer questions.
B. The student will be able to discuss at least two ways in which the correct job choice will influence other aspects of one's life 1. Lifestyle--the way one spends this time and his relationships with others. 2. Income and work hours will affect your ability to pursue other interests. 3. You will be identified by the work you do--people who meet you can estimate the following by knowing your career: a. Income b. Educational background c. Where you live d. Where you work e. Your political views f. Who your friends are g. How you spend your spare time h. What club memberships you hold	B. Show FS "Exploring Places to Work" from Unit I of Career Directions. Discuss pp. 16-17 of "Deciding on Your Career."

SPECIFIC OBJECTIVES AND CONTENT	TEACHING SUGGESTIONS
4. Success in life is measured largely by success in work a. Limited success possible if you are not happy in your work. b. Satisfaction in your your job--feeling that you are acccmplishing something good and useful--adds to your self-esteem. c. Self-esteem--feeling of worth about yourself.	
C. The student will be able to define three reasons why people work. 1. Economic--necessities and luxuries. 2. Social--meet new friends and develops social identity. 3. Psychological--develop sense of pride through job success, need to have this.	C. Show FS "What are you Looking For?" from Unit 2 of Career Directions (Changing Times). Using the booklets "Choosing the Kind of Job You Want," have students answer briefly the questions under "Re-cap the Action" pp. 5-6. Discuss their answers in class. Also, discuss additional points in Teaching Guide on p. 6.
D. The student will be able to list four characteristics of a job which should be examined in making a career choice. 1. Pay a. Wages or salary--compare to other jobs b. Provide uniforms c. Tools d. Transportation e. Commission to employment agency? f. Join a union? g. Is there a regular plan for pay increases?	D. Use transparency as you lead the class in a discussion of these job characteristics. (See Exhibit C.)

SPECIFIC OBJECTIVES AND CONTENT	TEACHING SUGGESTIONS
2. Security a. Dangers to health or life b. Is company well-managed so that it will continue to do business? c. If hired during a peak period will job last beyond that? d. Could you do this in other places? e. Does it require physical strength which you may not have as you grow older? f. Is it a growing (clerical) or declining (railroad) type of work? g. Be sure that time spent learning job is well used.	
3. Duties a. Unless check carefully may be dissatisfied and perform poorly. b. Special training required? c. Training required to get the job or given on the job. d. Who will help me get started on the job and answer questions when I'm "stuck?" e. Will I have extra duties such as cleaning up?	
4. Opportunities a. What are the opportunities for advancement? b. What can I learn on the job? c. First job should be stepping stone--opportunity to try out skills and acquire experiences.	

SPECIFIC OBJECTIVES AND CONTENT	TEACHING SUGGESTIONS
4. On first job you will begin building a reputation--good name--that will be an important consideration in whether you receive promotion or a good recommendation for another job.	
E. The student will ascertain information about the four characteristics of a job of their choice through interviewing someone employed in that job.	E. Students should be given a guide sheet for this interview and at least three days to complete this assignment. Go over questionnaire with students before assigning the interview, some time should be given to class discussion to compare these characteristics when assignment is complete. (See Exhibit D.)
F. The student should be able to list areas where he may need help in choosing a career and sources that provide help. 1. Evaluating your potential a. Parents b. Counselor c. Aptitude Tests 2. Pairing interests with abilities--perform best in job that interests you most if you have needed abilities. 3. Acquiring information about specific jobs. a. Publications b. Counselors c. Va. Employment Commission d. Summer or part-time jobs 4. Beginning your search--even though you may change your mind.	F. Have student read pp. 8-13 in "Deciding on YOur Career." Have them make two lists--help they will need and places to get help. Lead class discussion of case studies pp. 11-12.

SPECIFIC OBJECTIVES AND CONTENT	TEACHING SUGGESTIONS
III. The student will be able to find and apply for a job.	
A. Students will be able to list sources of information about job openings. 1. Friends and relatives 2. Counselors 3. Virginia Employment Commission 4. Private Employment Agencies 5. Classified Ads	A. Have students examine classified ads for types of information given there about jobs. This is a good time to take a field trip to Virginia Employment Commission or have a guest speaker explain services available to class.
B. The student will be able to explain need for a social security card. 1. Required for payroll records a. Keep record of earnings b. Records basis of retirement and other benefits 2. Sometimes for identification--appears on drivers license.	B. Have applications available for students who do not have social security numbers. Allow time to complete in class. Show film "After the Applause" available from the Social Security Administration or have a guest speaker to explain services provided by Social Security Administration.
C. The student will demonstrate the ability to complete an application blank neatly. 1. Use ink (print) or typewriter 2. Answer every question or "NA"--not applicable 3. Spell correctly 4. Ask before giving names as references 5. Be as neat as possible	C. The teacher should provide application blanks for students to complete preferably copies of application blank actually used by local businesses.
D. The student will prepare a Personal Data Sheet which includes the information: 1. Personal--name, address, age, height, weight, health 2. Skills--list usable skills such as typing, shorthand, etc.	D. Show students a transparency of a personal data sheet. Discuss the format and information given. Have students prepare a Personal Data Sheet they could present at an interview. Example on p. 39 Individualized Related Instructions. The teacher may want to make a transparency of this.

SPECIFIC OBJECTIVES AND CONTENT	TEACHING SUGGESTIONS
3. Education a. Schools you have attended or graduated from b. List major subjects studied 4. Experiences--list all previous work experience even regular babysitting jobs. 5. Outside interests--hobbies, what you enjoy doing in your spare time 6. References-- a. Only by permission b. No relatives c. Ask people who know you well and can say something good about you.	
E. The student will demonstrate ability to conduct himself properly during an interview. 1. Appearance a. Clothes well-chosen, clean, neatly pressed, shoes shined b. Be sure your body is well-groomed also--showered, teeth brushed, hair shining, nails well manicured 2. Behavior a. Be early b. Walk confidently c. Sit straight d. Don't Smoke e. Answer questions distinctly f. Stand until asked to sit 3. Know what you want a. What position b. What salary	E. Show film "Your Job: Finding the Right One." Use role playing, have one student be the interviewer. This person should be given a suggested list of questions. A second student would be the applicant. Have the class evaluate performance and make suggestions for improvement. All student might dress for an interview one day.

SPECIFIC OBJECTIVES AND CONTENT	TEACHING SUGGESTIONS
4. Know something about the company what it does--"Why do you want to work here?"	
5. Be prepared to ask interviewer about job duties, hours, permanence, opportunities, etc.	
IV. The student will understand the importance of work ethics.	
A. The student will be able to list at least three things which could be done to give a "day's" work for a "day's pay."	A. Show film "I Just Work Here." Discuss in class. Use human relations cases to provoke discussion on the importance of this.
1. Arrive at work before starting time 2. Do not take time longer than time allowed for lunch or coffee breaks. 3. When you finish assigned tasks, look for other constructive things to do or help someone else. 4. Don't quit before time.	
B. Students will be able to explain the importance of other <u>good</u> habits to successful work relationships.	B. Use human relations cases to emphasize importance of these characteristics. Also, might use role playing to demonstrate situations in which the worker might need to exhibit these characteristics. Show film "Your Job: Good Work Work Habits." Go over proper method of making introductions. Have students practice in class.
1. Don't gossip--wastes time, destroys good working relationships. 2. Be loyal-- a. Don't discuss things with friends which present your company in a bad light. b. If dissatisfied, find another job. 3. Protect confidential matters--don't even discuss with husband or wife. 4. Show proper respect for elders and superiors. a. Don't address by first name b. Make proper introductions	

SPECIFIC OBJECTIVES AND CONTENT	TEACHING SUGGESTIONS
5. Remember to say "Please" and "Thank you." 6. Be punctual--complete work on time and arrive for appointments on time. 7. Be dependable a. Do routine duties without being told b. Complete tasks when due c. Keep your word 8. Demonstrate initiative a. Attempt to do more than is expected b. Volunteer for special projects c. Work late, if necessary, without complaining 9. Be honest a. Don't pilfer office supplies. b. Don't waste employer's time. c. Be careful with supplies--don't waste them. d. Be truthful in all dealings with people on the job.	

SPECIFIC OBJECTIVES AND CONTENT	TEACHING SUGGESTIONS
V. The student will become aware of a wide range of career opportunities in business occupations.	
A. The student will be able to list at least three tasks performed by accountants on their jobs. 1. Work in firm of C.P.A.'s a. Count cash and/or securities. b. Analyze amounts due from customers to determine what part is current. c. Observe inventory. 2. Work in industry--assigned to special field of financial management. a. Budgetary control. b. Long-range planning. c. Forecasting. d. Capital budgets. e. Investment of surplus and trust funds. f. Cost control. g. Internal auditing. h. Taxation. i. Statistics. j. Compliance with law and government regulations. k. Credits and collections. l. Insurance. m. Stockholder reporting. n. Financial administration. 3. Work in government--also specialized. a. Revenue agent for IRS. b. Administer proper flow of funds in a department or agency.	A. Distribute booklets "What's It Like to be an Accountant?" Have students prepare a list of tasks. Review lists with students using the overhead. Point out which tasks are usually done in each type of business
B. The student will be able to list at least two advantages and disadvantages of being an accountant. 1. Advantages a. Good opportunities for advancement.	B. Using booklets "What;s It Like to be an Accountant?" have students find advantages and disadvantages of this career. List these using overhead or chalkboard. Show examples of forms used by accountants. Invite an accountant (or two or more from different types of work) to explain the training he needed and the tasks he performs.

SPECIFIC OBJECTIVES AND CONTENT	TEACHING SUGGESTIONS
b. Close association with interesting and energetic people in many businesses and professions. c. Reasonable assurance of a comfortable economic position. d. Expanding field; mind constantly sharpened by new learning. e. Satisfaction of doing work that aids the constructive solution of economic, social, and political problems. 2. Disadvantages a. Some very routine work (being alleviated by data processing). b. Often confined to the office (disadvantage if you like being outdoors). c. Some positions require that one travel--may be advantage or disadvantage depending on person.	
B. The student will be able to list tasks performed in at least three (3) areas of clerical work. 1. Clerk-Typist: office worker whose primary responsibility is typing, but who also has many other duties. a. Types business forms, letters, and reports. b. Sorts mail. c. Files business documents and retrives them from the files as needed. d. Answers the telephone. e. Makes appointments. 2. File Clerk: primary responsibility is working with the company files. a. Locates materials in files when needed. b. Sorts, codes, and files business documents. c. Maintains files--replaces folders and/or label as needed etc.	B. Show film "Opportunities in Clerical Work." Then discuss with class the different positions and their responsibilities. Be sure to point out that sometimes more than one type of clerical job may have some of the same responsibilities.

SPECIFIC OBJECTIVES AND CONTENT	TEACHING SUGGESTIONS
3. Receptionist: primary responsibility is with handling office callers and visitors. a. Receives visitors--greets politely, takes name and arranges for them to see desired person. b. Gives directions to other offices. c. Keeps a record of callers. d. Answers telephone. e. Makes appointments for employer, keeps an appointment book, and up-dates employer's appointment calendar. f. Sometimes responsible for sorting mail. g. Sometimes has typing duties.	
4. Typist: spends most of his time typing. a. Types business forms, letters, reports. b. May have to set up and type statistical tables. c. Checks and proofreads copy. d. May run duplicating or other affice machines. e. May anser telephone.	
C. Data Processing	
1. The student will be able to define automated data processing (ADP)--method of processing data by combining human abilities and electronical (machine) abilities.	1. Show film "Data Processing: An Introduction."
2. The student will be able to explain the four steps in the data processing cycle. a. Origin of data--business papers used to record data for the first time are called source documents. Examples: sales slips, invoices, etc.	2. Make transparency of the flow chart below to use with discussion of data processing cycle.

SPECIFIC OBJECTIVES AND CONTENT

b. Input of data--data from source document is recorded in such form that it can be easily manipulated or processed.

c. Processing of data--this may involve classifying, calculating, and summarizing the data.

d. Output of data--information that has been processed is organized and arranged in usable form.

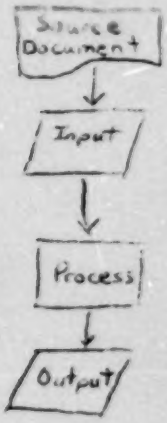
3. The student will be able to describe at least two jobs in data processing.

a. Key-punch operator--
   (1) Uses a machine similar to a typewriter to punch information onto cards.
   (2) May code material before punching it.
   (3) May run verifyer to check accuracy of work.

b. Computer operators--
   (1) Operates computor's console while data is being processed.
   (2) May be responsible for preparing input data
   (3) May be responsible for translating output back into English words from machine language.

c. Programmer--
   (1) Plans what the computer must do to produce desired information.
   (2) Develops flow chart of the procedure.
   (3) Determines kinds of data needed to solve the problem.
   (4) Tests completed program.

TEACHING SUGGESTIONS



C3. As class discusses each job, point out or ask students how each job fits into the data processing cycles and in what ways the workers are interdependent.

SPECIFIC OBJECTIVES AND CONTENT	TEACHING SUGGESTIONS
(5) "Debugs" the program (makes any necessary changes in order to get needed information).	
D. The student will be able to describe jobs in at least two distributive occupations.	
1. Advertising: effort of businessmen to persuade potential customers to buy their product. a. Account executives: handle relations between an advertising company and its clients. Develops a proposed advertising campaign and sells it to the customer. b. Advertising copywriter: creates headlines, slogans, and texts used in ads.	1. Have students bring in newspaper or magazine ads. Ask them what makes the product appealing. Ask students to write a short paragraph about a radio or TV ad which is either very good or very bad and tell why.
2. Cashier: receives the payments made by customers for goods and services. a. Give customer receipt. b. Make change. c. Balance cash at end of day. d. May be responsible for depositing money received.	2. Ask students to list duties they have observed cashiers performing. Ask students to share with the class any unusual experiences they have had with cashiers.
3. Manufacturer's salesman: sells to other businesses.	
4. Retail salesman: sells to public a. Provide courteous, efficient service to customer. b. Has extensive knowledge of product. c. Duties other than selling--ordering merchandise, stocking shelves, marking prices, displaying merchandise, and taking inventory.	4. Have students list on chalkboard all the duties they have observed salesmen performing. Then fill in where necessary.

SPECIFIC OBJECTIVES AND CONTENT	TEACHING SUGGESTIONS
E. Management	
1. The student will be able to define the four elements of management. a. Planning: establishing goals and objectives and devising strategies for achieving them. b. Organization: setting up a logical structure which will allow people to work together productively. c. Direction: providing the necessary guidelines for individuals as they plan to carry out established strategies. d. Control: getting complete feedback so that actual performance can be measured periodically against objectives.	1. Use the chalkboard or overhead to emphasize these words. Be sure students understand the importance of good working relationships between managers and employees.
2. The student will be able to describe the job of the personnel supervisor. a. Attracting and keeping the best employees available. b. Matching employees to jobs so they can do them effectively. c. May be responsible for employee training. d. May have additional responsibilities such as: dealing with disciplinary problems, planning wage and salary scales, and developing safety programs.	2. Ask students to list duties they think a personnel supervisor should have.
F. The student will be able to list the responsibilities of market researchers. 1. Seek, analyze, and interpret many different kinds of information. 2. Prepare reports and recommendations to help management make decisions.	F. In discussing this job with students, mention that those who pursue this study in class will survey our student body to determine what our business should be.

SPECIFIC OBJECTIVES AND CONTENT	TEACHING SUGGESTIONS
3. Survey public opinion.	
G. The student will be able to list the duties of a stenographer.	G. Point out to students the similarities to the job of a clerk-typist. It is important to note, also, that the additional skill usually earns one a higher salary.
1. Takes dictation and transcribes with 100% accuracy. May use shorthand or stenotype machine. (Requires excellent shorthand and typing skills.)	
2. May compose and type routine correspondence.	
3. May arrange travel schedules, reservations, and social functions.	
4. May open and distribute the mail.	At the completion of this introduction it would be advantageous to take a field trip to a large company where students could observe many of these jobs
5. May greet visitors and answer telephone.	
VI. The student will explore the abilities required and the tasks performed in at least three business careers. (Projects bound separately.)	Students should complete at least three (more if time allows) of the individual projects on business careers. Objectives pre-tests, activities and post-tests are provided in each project.
VII. The students will know how businesses may be organized.	
A. The student will be able to define the term "business."	
1. An organization that provides goods or services that we want or need. a. <u>Goods</u>: tangible things used in our daily lives. b. <u>Services</u>; acts performed for us by someone else. Example: TV repairman.	1. The teacher should begin the discussion by asking, "What is a business?" Students should be asked to give other examples of goods and services.
2. An organization formed to make a profit for its owners. a. <u>Profit</u>: excess of money received from sale of goods or services over the costs of producing the good or service.	2. Students should solve some problems in which they determine the amount of profit. (See EXHIBIT E.)

SPECIFIC OBJECTIVES AND CONTENT	TEACHING SUGGESTIONS
b. Our economic system, capitalism, allows businesses to choose what to produce or what service to provide and at what price to do this so that a profit can be made.	
B. The student will be able to define the profit motive. 1. Desire to work to make money. 2. Causes people to want to participate in the ownership of a business. 3. Leads people to job or type of business where they feel there is money to be made.	Begin the discussion by asking the class "Why do people work?"
C. The student will be able to list the three major forms of business ownership. 1. Sole proprietorship 2. Partnership 3. Corporation	Prepare a transparency showing names of types of business ownership and giving an example of a local business of each type.
D. The student will be able to differentiate between the three major types of business ownership. 1. Sole proprietorship a. Business owned by one person. b. Usually small firm--restaurant, gas station, grocery store, etc. c. Majority of business in U.S. are sole proprietorships.	Have a guest speaker who owns and operates his own business locally tell the class how he got his start and how his business has grown.
2. Partnership a. Business owned and managed by a small group, usually two or three people. b. Bound together by a written agreement, Articles of Co-partnership. (1) Responsibilities of each (2) How profits are to be shared.	2. Students should solve problems dealing with the division of profits and losses among partners.

SPECIFIC OBJECTIVES AND CONTENT	TEACHING SUGGESTIONS
3. Corporation a. Business owned by a number of people (few or many). b. Write Articles of Incorporation and apply for state charter (license). c. Stockholders or shareholders are owners of corporation; own one or many shares of stock. d. Recognized as a legal entity or person.	3. Show film "The Modern Corporation." Have a stock broker make a presentation to the class about being a stockholder. Bring example of stock certificate and explain stockholders' meetings, etc.
VIII. The students, as a group, will demonstrate their understanding of operating a business within a capitalistic economy by organizing and operating a business within the classroom and striving to make it profitable.	
A. The students will write Articles of Incorporation for their business using an example from a local business as a guide.	The teacher should try to secure a copy of the Articles of Incorporation from a local business if possible. If not, obtain a copy of the guidelines from the State Corporation Commission.
B. The students will plan the operation of their business 1. Positions needed. 2. Standard operating procedures. 3. Personnel policies. 4. How to capitalize the business (probably students purchasing shares of stock). 5. Plan opening ceremony (optional)	Do as much planning as is possible in a large group and try to keep enthusiasm high.
C. The students will apply for a position in the company.	Provide students with an application blank with their company's name on it. It may be wise for the instructor to have a job title which will include the responsibility of assigning positions.
D. The students will demonstrate the ability to work together productively in a business.	This ability can be observed as the students operate the business. The students who have supervisory or management positions should develop an employee evaluation form.

SPECIFIC OBJECTIVES AND CONTENT	TEACHING SUGGESTIONS
E. The students will list the strong points and weak points of their business operation.	Have each student list these individual Then, compile answers into one list.
IX. The student will evaluate his individual career goal.	
A. The student will list the characteristics of his "ideal" job.	The teacher may want to review quickly job characteristics studied at the beginning of course.
B. The student will evaluate characteristics of his "ideal" job and determine the steps to attain an entry level position in this field.	The student should be able to ascertain the steps to his chosen entry level job from resource materials in the class room. Encourage students to think of special programs offered in local high schools.
C. The student will list possible advancements from his entry level position and what is required to achieve this advancement.	Students will need to use classroom resources to determine this information May also use library, interviews, or telephone calls. Have individual conference with each student. Review how his goals have changed since the beginning of the course and how he can reach them.

EXHIBIT A

STUDENT DATA SHEET

Name _____ Age _____

Birthdate _____ Grade _____

Homeroom Teacher's Name _____ Rm. No. _____

Student No. _____ Telephone No. _____

Address _____

Father or Guardian's Name _____

Occupation _____ Place of Employment _____

Mother's Name and Occupation _____

Number of Brothers: _____ Sisters: _____

Duties at Home _____

Hobbies or Special Interests _____

_____

List Your Extracurricular Activities _____

_____

Have You Ever Worked Before? _____ If So, Where? _____

What Were Your Duties? _____

List Your Outstanding Personal Qualities _____

_____

List Any Physical Limitations or Defects That Should Be Considered in Choosing a Job _____

_____

What Kind of Work Would You Like To Do? _____

_____

EXHIBIT B

APTITUDE TESTS

Give glimpses into your talents and attributes.

Help if interpreted by an expert and related to your own circumstances.

Guarantee success in a given career.

Tell you anything if results are not interpreted.

OPPORTUNITY
EXHIBIT C
24
SECURITY

EXHIBIT D

CAREER SURVEY

Job Title: _____

DIRECTIONS: Check the letter of the item which completes the sentence most appropriately for your job.

I. Work Environment

1. This job is usually performed
   ____ a. indoors.
   ____ b. outdoors.

2. This job means working most often
   ____ a. by oneself.
   ____ b. with others.

3. This job is usually performed while
   ____ a. sitting.
   ____ b. standing.

4. This job is usually perform during the hours between ____ a.m. and ____ p.m.

II. Salary and Benefits

1. The beginning salary in this position is
   ____ a. $_____ per hour.
   ____ b. $_____ per week.
   ____ c. $_____ per month.

2. The highest salary someone in this company might earn in this position is
   ____ a. $_____ per hour.
   ____ b. $_____ per week.
   ____ c. $_____ per month.

3. This job
   ____ a. provides ____ weeks paid vacation.
   ____ b. provides no paid vacation but some legal holidays.
   ____ c. provides no paid vacation.

4. In this job group hospitalization is
   ____ a. offered and paid for by the employer.
   ____ b. offered and partially paid for by the employer.
   ____ c. offered, but paid for by the employee.
   ____ d. not offered.

III. Training

1. The lowest level of education acceptable to qualify for this job is
   ____ a. elementary school.
   ____ b. junior high school.
   ____ c. high school.
   ____ d. post-high school.
   ____ e. college degree.

2. The lowest level of education acceptable to advance in this job is
   ____ a. elementary school.
   ____ b. junior high school.
   ____ c. high school.
   ____ d. post-high school.
   ____ e. some college courses.
   ____ f. college degree.

3. The machine skills required for this job are
   a. _____
   b. _____
   c. _____
   d. _____

4. Training for this position
   ____ a. must be completed before accepting the job.
   ____ b. is given on the job.

IV. Opportunities

1. The present employment possibilities for entry-level in this job in this area is
   ____ a. great.
   ____ b. good.
   ____ c. fair.
   ____ d. poor.

2. Workers, who perform well in this position, can advance to the position of _____ _____ after _____ _____.
   (experience, further education)

3. Workers in this job would find openings in other areas of the state are
   ____ a. more readily available.
   ____ b. about the same as in our city.
   ____ c. found less frequently.

V. Job Security

1. My employer
   ____ a. has the authority to fire me anytime he feels like it.
   ____ b. has the authority to fire me if I do not meet job standards.
   ____ c. cannot fire me.

2. Workers in this position
   ____ a. acquire more benefits or more security with seniority.
   ____ b. find their job is in no way enhanced regardless of how long they have been on the job.

3. If fired, workers in this position
   ____ a. have someone to whom they can appeal this decision.
   ____ b. have no source of appeal.

4. This job is one that has
   ____ a. an increasing demand for workers.
   ____ b. a constant demand for workers.
   ____ c. a decreasing demand for workers.

VI. Duties

1. In this position one deals with customers
   ____ a. most of the day.
   ____ b. often.
   ____ c. occasionally.
   ____ d. almost never.

2. This position requires
   ____ a. frequent use of the telephone.
   ____ b. occasional use of the telephone.

3. This position requires that one
   ____ a. supervise several other employees.
   ____ b. supervise at least one other employee.
   ____ c. be supervised by others.

4. This position requires one to handle money
   ____ a. in many types of transactions with customers.
   ____ b. only in paying of bills by checks.
   ____ c. in customer and company transactions.

5. This position requires
   ____ a. constant learning of new skills and/or accepting additional responsibilities.
   ____ b. occasional learning of new skills and/or accepting additional responsibilities.
   ____ c. no learning of new skills or acceptance of additional responsibilities.

VII. Miscellaneous

DIRECTIONS: Please complete the following statements.

1. I like my job because _____

_____.

2. I would change jobs if _____

_____.

3. In choosing my career, I wish I had _____

_____.

4. In preparing for my career, I wish I had _____

_____.

EXHIBIT E

SOLVING PROBLEMS FOR PROFIT

DIRECTIONS: Sove these problems on your own paper. Show all of your work.

1. A small retail store had total sales of $95,000 last year. Its total costs were $82,376.17. How much profit did this business make last year?

2. Smith's Grocery had sales of $9,383.62 this month. The following expenses were paid: $6,549.31 to supplier of groceries; $258.53 to VEPCO; $1,220 in salaries; and $150.00 for advertising. What amount of profit did Smith's Grocery make?

3. If a business paid expenses of $747.25 and make a profit of $203.14, what were the total sales of the business?

BIBLIOGRAPHY

Adler, Kenneth R. Pathway to Your Future. Boston: Bellman Publishing Co., 1971.

Albertson, Dorothy Lee and others. On the Job Training Guides and Resource Materials. New York: McGraw-Hill Book Co., 1973.

Andrews, Margaret E. It's Up to You. New York: McGraw-Hill Book Co., 1970.

_____. The Job You Want. New York: McGraw-Hill Book Co., 1968.

Baggett, Harry W. Exploring Data Processing Careers. New York: South-Western Publishing Co., 1975.

Bernays, Edward L. Your Future in Public Relations. New York: Richard Rosen Press, Inc., 1961.

Bibby, Dause L. Your Future in the Electronic Computer Field. New York: Richard Rosen Press, Inc., 1969.

Boynton, Ralph E. Your Future in Banking. New York: Richard Rosen Press, Inc., 1965.

Calvert, Robert, Jr. and John E. Steele. Planning Your Career. New York: McGraw-Hill Book Co., 1963.

Davis, Sidney. Your Future in Computer Programming. New York: Richard Rosen Press, Inc., 1969.

Gelatt, H. B., Barbara Varenhorst, and Richard Carey. Deciding. Trenton: College Entrance Examination Board, 1972.

Kestenbaum, A. Jack. Clerical Techniques for a Business Career. Boston: Allyn and Bacon, Inc., 1975.

_____. Workbook for Clerical Techniques for a Business Career. Boston: Allyn and Bacon, Inc., 1975.

Kimbrell, Grady and Ben S. Vineyard. Activities for Succeeding in the World of Work. Bloomington: McKnight Publishing Co., 1975.

_____. Individualized Related Instruction for Entering the World of Work. Bloomington: McKnight Publishing Co., 1974.

Kimbrell, Grady. Introduction to Business and Office Careers. Bloomington: McKnight Publishing Co., 1975.

Kimbrell, Grady and Ben S. Vineyard. Succeeding in the World of Work. Bloomington: McKnight Publishing Co., 1975.

_____. Teacher's Guide for Activities for Succeeding in the World of Work. Bloomington: McKnight Publishing Co., 1975.

Mason, Louis and Jeri Young. Human Relations at the Office. Portland: J. Weston Walsh, 1973.

Norton, Joseph L., ed. On the Job. Chicago: J. G. Ferguson Publishing Co., 1970.

Noyes, Nell Braly. Your Future as a Secretary. New York: Richard Rosen Press, Inc., 1970.

Pond, John H. Your Future in Personnel Work. New York: Richard Rosen Press, Inc., 1962.

Ristau, Robert A. Exploring Clerical Careers. New York: South-Western Publishing Co., 1974.

SUGGESTED ADDITIONAL RESOURCES

Audio-Visual

Just a Secretary (fs). Freeport: Educational Activities, Inc., 1966.

Just a Teller (fs). Freeport: Educational Activities, Inc., 1966.

O'Reilly, Robert F., Director. Career Directions--Unit 1: Deciding on Your Career. (Resource unit with filmstrips.) Washington: Changing Times Education Service, 1974.

_____. Career Directions--Unit 2: Choosing the Kind of Job You Want. Washington: Changing Times Education Service, 1974.

Newton, David E. A Day in the Life of a Computer. (Slide Presentation.) Portland: J. Weston Walch Publishing Co., 1974.

Priorities, Decisions, Security. (Resource unit with filmstrips.) New York: Educational Division, Institute of Life Insurance.

Stanley, Dawn. Getting a Job. (Poster series.) Portland: J. Weston Walch Publishing Co., 1969.

_____. Sales and You. (Poster series.) Portland: J. Weston Walch Publishing Co., 1974.

Mini-Units

Jobs: An Updated Look into the Future. Washington: Changing Times Education Service, 1971.

Jobs Where Your Boss is You. Washington: Changing Times Education Service, 1973.

Now, at Last, Better Jobs for Women. Washington: Changing Times Education Service, 1972.

Pamphlets

Careers in Business. Articles collected and reprinted by the National Business Education Association, 1972.

Dreese, Mitchell. How to Get the Job. Chicago: Science Research Associates, Inc., 1971.

General Motors Public Relations Staff. Can I Get the Job? Detroit.

Kushner, John A. and Helen J. Keily. How to Find and Apply for a Job. Cincinnati: South-Western Publishing Co., 1975.

Maze, Clarence, Jr. Monograph 113--Business Education in the Junior High School. Cincinnati: South-Western Publishing Co., 1965.

Virginia Employment Commission. How to Get the Right Job.

Worthy, James C. What Employers Want. Chicago: Science Research Associates, Inc., 1971.

Practice Sets

Business Practice Set: Gregory Kent Company. Cincinnati: South-Western Publishing Co., 1969.

Fritz, Noble. Introductory Business Practice. New York: McGraw-Hill Book Co., 1966.

Roman, John C. and Robert Finch. Family Financial Management. Cincinnati: South-Western Publishing Co., 1970.

SUGGESTED FIELD TRIPS

Coca-Cola Bottling Works, Inc.	Bottling Plant
I. C. Norcom High School	See the different vocational programs offered in the city of Portsmouth
Portsmouth Gas Co.	View different aspects of office work in a public service company--cashier, bookkeeper, typist, key-punch operator
Star Band Co.	Manufacturers of Christmas decorations--view manufacturing, office work and retail sales
Tidewater Tropical Fish Hatchery, Inc.	Individually-owned wholesale fish hatchery
Virginia Employment Commission	View testing and counseling facilities
Virginia National Bank	See banking services offered, data processing center, and office procedures

SUGGESTED SPEAKERS

Beecher, Ingrid (Mrs.)	"Legal Secretary"
Braithwaite, Jane (Mrs.)	Kee's Business College--Fashions and Dress for the Office
Jamie (Mr.)	Virginia Stenotype Institute--Court Reporting
Quick, Norma (Ms.)	Virginia Employment Commission--Employment Opportunities and Testing
Rabe, June (Mrs.)	Princess Anne Business College--Preparing for the Job Interview
Rankin, Andrew M. (Mr.)	Ar-Wes--Making a Sale
Sullivan, Mike (Mr.)	Tidewater Tropical Fish Hatchery, Inc.--Starting and Operating Your Own Business